

MOR 469: Negotiation & Deal-Making
Spring 2023 – M/W 2:00 – 3:50pm (4.0 units)

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Office Hours: By appointment.

COURSE DESCRIPTION

The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course is designed to be relevant to the broad spectrum of negotiation problems that are faced by the manager and professional. The content is, therefore, relevant to students interested in a wide variety of topics such as marketing, real estate, consulting, entrepreneurship, and mergers and acquisitions. The course will also cover negotiations that occur in other aspects of our daily lives.

A basic premise of the course is that while managers need analytic skills to discover optimal solutions to problems, a broad array of negotiation skills is needed to get these solutions accepted and implemented. The course will allow participants the opportunity to develop these skills experientially and to assess these negotiations with useful analytical frameworks. Considerable emphasis will be placed on simulations, role-playing, and cases.

Negotiation is the art and science of securing agreements between two or more interdependent parties who are seeking to maximize their outcomes. The central issues in this course deal with understanding the behavior of individuals, groups, and organizations in an array of competitive situations.

LEARNING OBJECTIVES

- To provide a broad intellectual understanding of the central concepts in negotiation. These concepts will serve as the building blocks from which we can systematically understand and evaluate the negotiation process.
- To improve analytical abilities that will help you understand and manage the behavior of individuals, groups, and organizations in competitive situations.
- To provide experience in the negotiation process and provide insight that will help you evaluate the costs and benefits of alternative actions.
- To develop confidence in the negotiation process as an effective means for managing workplace interactions and resolving conflict in organizations

REQUIRED MATERIALS

Fisher, R., Ury, W., and Patton, B. (1991) Getting to Yes. New York: Penguin.

Course Packet (Available for purchase from the USC Bookstore)

iDecisionGames.com (iDG). We will use the iDecisionGames (iDG) platform to facilitate the negotiations this semester. This platform includes your negotiation exercise materials and instructions.

You will also use it to enter your negotiation results and receive feedback on the exercises. The registration fee covers the cost of the software and the copyright fees for each of the exercises used this semester.

Registering for the iDG platform is mandatory. Please register with iDG and pay the fee using the following link:

<https://idecisiongames.com/promo-home?code=MOR-469:Negotiation-and-Persuasion>

You can also register by going to idecisiongames.com and entering the following access code for your section: **MOR-469:Negotiation-and-Persuasion**

You will receive an email requesting that you confirm your email address. Please check your spam folder if you haven't received this email. Please contact support@idecisiongames.com if you have any registration issues. Note that you will be required to download and use the Google Chrome browser for all exercises.

COURSE NOTES

The course is built around a series of negotiation exercises and debriefings. All exercises require some preparation in advance. Students are expected to be fully prepared for these exercises before negotiating them and to participate actively in the debriefings.

COURSE GRADING

1. Attendance and Participation (30%)

(15%) Negotiation Participation. This course has a strict attendance policy. You must provide at least 24-hour prior notice to the instructor and your negotiation counterpart(s) if you cannot complete a negotiation on the scheduled date and time. If you do not provide such notice, your negotiating counterparts are left in the lurch and many people beyond those individuals can also end up being inconvenienced. If you miss a negotiation without providing this prior notice, you will be penalized in the final grading of the course. Even if you do provide prior notice, but miss multiple classes, you may also be penalized.

This syllabus contains the dates for all negotiation exercises. This schedule will not be changed. If you cannot make one of those scheduled dates and times, please reach out to your assigned negotiation counterpart(s) to see if alternative arrangements can be made for negotiating the case and then inform me via e-mail about the outcome of those efforts. Again, you must notify me of any occasion on which you will not negotiate the case on the scheduled date and time at least 24 hours in advance. **Please note that I will not match up students for the purposes of making up an exercise. Such arrangements will be your responsibility.**

Negotiation Preparation and Conduct: You are expected to be on time and prepared for each negotiation you complete. Lack of preparation is almost always obvious, it can impair how the negotiation is conducted, and it can harm your negotiation counterpart's experience as well as your own. Thus, it is imperative that you have read through and planned how you would approach the negotiation in advance. You must also follow all the instructions that are provided for your role. However, you do have freedom to be

creative in how you interpret this information and the kinds of strategies you employ, as long as this does not contradict any of the explicit instructions or fundamentally alter the negotiation's structure. Failure to attend to these basic rules of conduct may reduce your negotiation participation score.

- (15%) Class Discussion. The class discussion component of your grade involves **active** participation that **contributes** to the class. Merely showing up and having read the assigned readings do not earn credit. Active participation means that you speak up in class. Whether this accomplished by answering questions, making observations, responding substantively to other students' comments or challenging the instructor's views does not matter. The second requirement is that what you say actually contributes to what is being discussed. Merely repeating comments made by other students, telling the class that you agree with what someone else said, or taking up more air time does not count. Your comments should move the discussion forward. If you are shy, prefer to sit quietly in the back, or just do not feel comfortable speaking in front of your classmates, my suggestion is that you see this class as a challenge to improve these skills. No such excuses will be accepted when the day is done and the grades are assigned.

2. Short Papers (20%)

- (15%) Negotiation Reports. A 2-3 page negotiation report is required for each negotiation in which you have participated. Copies of each report should be submitted both to me and your counterpart(s) by the start of the following class session. These evaluations are assigned to **provide a meaningful, personalized, and constructive assessment of the negotiation that will help each of you improve their negotiation skills**.

The following is a list of possible topics / issues that you may cover in your feedback.

- a) Preparation
- b) Listening skills
- c) Communication skills
- d) Critical statements or tactics that benefited or hurt the negotiation
- e) Body language (e.g., eye contact, body posture, gestures, revealing ticks)
- f) Overall impressions (e.g., biggest strengths and liabilities)
- g) Suggestions for the future
- h) *Additionally, in the copy of the negotiation report you submit to me, please feel free to provide any **confidential input** about your counterpart that I should consider when evaluating their negotiation participation score.*

- (5%) Goals paper. A 2-3 page statement of goals for the continued improvement of your negotiation skills. This paper is due on the last day of class. You should: 1) reflect on your negotiation and classroom experiences, 2) review your peer feedback from the negotiations, and 3) discuss your reactions to that feedback, what you have achieved in this course, and what you intend to improve in the future

2. Midterm Exam (20%)

There will be an in-class midterm exam halfway through the course. The exam will cover the concepts discussed in class, as well as the readings assigned to date.

3. Paper, Presentation, and Group Evaluation (30%)

A final paper, along with a class presentation of that paper, and an evaluation of your teammates will be due at the end of the course. The presentations will occur in class, while the final paper and peer evaluations will be due by the date of the officially scheduled final exam date (to take the place of a final exam). Please turn in a paragraph of your topic for approval and feedback by Week 5.

For this assignment, you should analyze a recent or historical negotiation situation in which you have interest by drawing on publicly available documents. This should be a negotiation that has already been concluded or will be concluded by the time you complete the assignment. It should also be sufficiently complex so you have enough material to analyze and thereby demonstrate your ability to apply the many principles and techniques from the course to provide meaningful insight into what occurred.

The maximum length for the paper is twenty pages of 12-point Times New Roman, double-spaced text. Within that constraint, the paper should contain at least 10 pages of focused, thoughtful, and insightful **analysis**, in addition to the couple of pages necessary to describe the situation and relevant parties, as well as a reference section. The target group size will be based on the number of students enrolled.

- (5%) Group Presentation. Grading of the presentation will focus on the clarity, style, and overall effectiveness of your presentation in terms of its ability to convey the learning points of your group project.
- (20%) Group Paper. Grading of the paper will focus on your ability to use concepts from class to analyze a negotiation, as described above, and offer thoughtful insights that can help readers understand the case in question.
- (5%) Group Evaluation. Each student must submit ratings of each team member's contribution to the group project on a 7-point scale (where 1 means poor and 7 means excellent). These evaluations are due on the same day as the final paper deadline. Please e-mail me these evaluations to ensure confidentiality. A template for you to complete these peer evaluations will be posted online for you to download, complete, and e-mail to me as an attachment.

GRADING POLICIES

Grades for the class will be assigned according to the percentage distribution outlined below. At any time during the semester you may inquire about your standing in the course, and I will tell you how you are doing based on the data I have up to that point. At the end of the semester, I look very closely at students that are close to any cutoff between two grade categories and try to find a way to boost any such students into the higher category. Because I reserve this flexibility, you will not be able to ask me questions like "what score do I need to get on the final project to get the following grade?" Rest assured that this is not something for you to worry about, since it is designed to help students, not harm them.

All grades assigned by faculty members are final. However, students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. In the event of a grading dispute the procedure is as follows: (1) Think hard about why you believe your grade should have been different. (2) Write down the reasons why you believe your grade should be changed. (3) Send me the written explanation via e-mail, and I will respond to it as quickly and fairly as possible.

One final note: I will not accept 'retroactive excuses'. By this I mean students bringing up ameliorating circumstances to justify their poor performance at the end of the semester. If there are unique or unusual circumstances that prevent you from doing as well as you normally might -- such as illness or death in your family, a struggle with chemical dependence, etc. -- you must inform me immediately. I make no guarantees as to what can be done about the issue, but I encourage you to communicate any problems to me so we can explore options.

Course Policies

Add/Drop Process. Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the Schedule of Classes (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

Course Communication: Blackboard. A Blackboard website has been created for this course at blackboard.usc.edu. You should develop the habit of checking Blackboard on a regular basis. The course syllabus, Powerpoint slides, and additional course materials will be posted on this site throughout the semester. Since e-mails sent to the class originate from the Blackboard system, it is your responsibility to ensure that my emails are forwarded to your preferred email account such as your personal Gmail account.

Technology Policy. Laptop and Internet usage is not permitted during class except when authorized by the professor. Personal communication and entertainment devices such as mobile phones are to be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment and is rude to class participants. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in the class.

Open Expression and Respect for All. An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement" available at www.marshall.usc.edu/about/open-expression-statement

Class Notes Policy. Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings.

No student may record any lecture, class discussion, or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including

summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

COURSE SCHEDULE

#	Date	Session Topics & Deliverables	Readings
1	M 1/9	Course Overview	Read syllabus & Register with iDecision Games (registration is required prior to session #4)
2	W 1/11	Introduction to negotiations	“Getting to Yes” (by Fisher, Ury, & Patton) (read/skim as much as you can for discussion)
3	M 1/16	<i>MLK Day – No class</i>	
4	W 1/18	<i>Negotiate Bio-Pharm Seltek</i> (JKP 301 All ELC) Distributive Negotiation	“Manager as Negotiator” (by Lax & Sebenius) - Claiming Value (pp. 117-139)
5	M 1/23	<i>Negotiate New Recruit</i>	
6	W 1/25	<i>Submit Negotiation Report</i> Integrative Negotiation	“Manager as Negotiator” (by Lax & Sebenius) - Creating Value (pp. 88-102)
7	M 1/30	<i>Negotiate Texoil</i>	
8	W 2/1	<i>Submit Negotiation Report</i> Negotiation Strategy	“Negotiation: Moving from Conflict to Agreement” (by Rockmann, Langfred, & Cronin) - Ch.3: Planning to Negotiate. (pp.49-68)
9	M 2/6	<i>Negotiate Viking Investments</i> (JKP 301 All ELC)	
10	W 2/8	<i>Submit Negotiation Report</i> <i>Submit Topic for Final Paper</i> Dispute Resolution	“Getting Disputes Resolved” (by Ury, Brett, & Goldberg) - Three approaches to resolving disputes: Interests, rights, and power. (pp.3-19) “Getting (More of) What You Want” (by Neale & Lys) - The Power of the Future. (pp. 126-134).
11	M 2/13	<i>Negotiate Chestnut Drive</i> (JKP 301 All ELC)	
12	W 2/15	<i>Submit Negotiation Report</i> Leverage <i>Discuss Midterm Exam</i>	“Getting Past No” (by Ury) - Don’t React: Go to the Balcony (pp.31-51) “Bargaining for Advantage” (by G.R. Shell) - The Hanafi Hostage Situation (pp.94-113)
13	M 2/20	<i>President’s Day – No class</i>	
14	W 2/22	Midterm Exam	
15	M 2/27	<i>Watch “Final Offer”</i>	
16	W 3/1	Real-World Case Analysis #1	“Beyond Reason” (by Fisher & Shapiro) - Emotions are powerful, always present, and hard to handle (pp.3-14) - Address the concern, not the emotion (pp.15-21) “Influence without Authority” (by Cohen & Bradford)
17	M 3/6	<i>Negotiate Bullard Houses</i> (JKP 301 All ELC)	
18	W 3/8	<i>Submit Negotiation Report</i> Agents & Ethics	“When Should We Use Agents?” (by Rubin & Sander) “Bargaining for Advantage” (by Shell) - Bargaining with the Devil without losing your soul (pp.201-214)
19	M 3/13	<i>Spring Break – No class</i>	
20	W 3/15	<i>Spring Break – No class</i>	
21	M 3/20	<i>Negotiate International Lodging Merger</i> (JKP 301 All ELC)	
22	W 3/22	<i>Submit Negotiation Report</i> Cross-Cultural Negotiations	“Negotiating Across Cultures” (by Cohen) - Prelude: The Astoria Affair (pp.3-8)

			<p>“Negotiating with Foreigners” (by Adler) (pp.156-184)</p> <p>“Negotiating Globally” (by Brett)</p> <p>- Negotiation and Culture: A Framework (pp.6-23)</p>
23	M 3/27	<p><i>Negotiate</i> Mouse</p> <p>(JKP 301 All ELC)</p>	
24	W 3/29	<p><i>Submit</i> Negotiation Report</p> <p>Cross-Cultural Negotiations, Coalitions, Group Decisions</p>	<p>“Get Things Done Through Coalitions” (by Vanover)</p> <p>“Getting (More of) What You Want” (by Neale & Lys)</p> <p>- Multiparty Negotiations. (pp. 183-196).</p>
25	M 4/3	<p><i>Negotiate</i> ABC / Local 190</p> <p>(JKP 301 All ELC)</p>	
26	W 4/5	<p><i>Negotiate</i> ABC / Local 190</p> <p>(JKP ELC - ALL)</p>	
27	M 4/10	<i>Watch</i> “American Dream”	
28	W 4/12	<p><i>Submit</i> Negotiation Report</p> <p>Real-World Case Analysis #2</p>	<p>“Getting Past Yes: Negotiating as if Implementation Mattered” (by Ertel)</p>
29	M 4/17	<i>Final Project Prep – No class</i>	
30	W 4/19	<i>Final Project Prep – No class</i>	
31	M 4/24	Final Project Presentations	
32	W 4/26	Final Project Presentations	
	Final Exam Date	<p><i>No class</i></p> <p><i>Submit</i> Final Project</p> <p><i>Submit</i> Peer Evaluations</p>	